



John Wilkinson Nursery and Primary School

Phonics Curriculum Statement

At John Wilkinson Nursery and Primary School, we follow the Letters and Sounds document's principles and practice across the EYFS and Key Stage One - this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs.

Children in Nursery are taught Phase 1 through a differentiated approach within the setting on a daily basis. Aspect 7 of blending and segmenting will be taught daily either in the phonics session or by staff members orally blending and segmenting at multiple points during the school day. Staff will teach phase 2 to any children identified as secure at phase 1.

In YR children have a discrete phonics session daily for a 20 minute period either as a whole class or in 2 smaller groups. Phonics skills are embedded in writing and reading tasks in CLL sessions. Teaching is differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment.

Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats are freely available in the in each area of learning and outdoors. We aim for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Any child who is yet to reach the expected level by Year 1 will have extra phonics support.

Children in Year 1 have access to high quality daily phonics sessions for twenty minutes. Groups are differentiated by levels of support and outcome. Teachers use assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

The underlying aim of Year 1 is to ensure all children have completed Phases 4 and 5 and are ready to begin Phase 6 upon entry into Year 2. They should have plenty of practice in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the expected standard will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark at the end of Y2.

All children in Y2 continue to have a daily high quality phonics lesson, with the focus shifting from decoding to encoding the more complex aspect of the phonetic code (Phase 6). This helps children move from the phonetic to the transitional spelling phases, and supports writing development.

Children in Year 2 who are yet to reach the expected standard in the phonics screening test in Y1 will also continue to have access to additional high quality daily phonics intervention. Provision is differentiated to ensure all children reach their full potential.

Any children who do not achieve the expected level set by the 'Phonics Screening Check' at the end of Y2 will receive intensive phonics teaching in the first term of Y3. This will then be reviewed and maintained as necessary throughout the year and across Key Stage Two with our phonics and spelling intervention programmes.

In Key Stage Two interventions are based around the gaps identified through teacher assessment. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.